



A Paperless Trail

Grade Level : 3

Subjects:

Science 1.4
Social Studies 2.3, 5.3,
8.2, 9.4
Communication Skills
2.2, 4.2

Time:

one homework assignment before the lesson,
one class period for lesson, one class period to present to others

Setting:

classroom

Materials:

supplies for team projects/lessons

Skills:

analyze, classify, observe, persuade, evaluate, present, write, create

Vocabulary:

persuade
substitute
source reduction

Source:

Watauga County
Recycling Curriculum
Committee

Summary: Students will analyze how they use paper products and discover ways to eliminate certain paper use from their daily routine. Then they will prepare creative ways of encouraging others to use paper wisely.

Objective: Students will become aware of ways to reduce the amount of paper they use and will encourage others to reduce paper use.

Background: It takes large amounts of energy and many trees to make the paper we use so thoughtlessly every day.

Leading Question: What can we substitute for the paper products we use and throw away?

Procedure:

1. A couple of days before the lesson, give this homework assignment. Ask students to write down every single paper product they use for 24 hours. (During school hours be sure to point out any time paper is being used. This will reinforce the habit before going home.)
2. For the lesson, divide the chalkboard into 3 large columns: Necessary, Not Necessary, and Substitute. Using their lists, students take turns adding paper products they used in the last 24 hours to one of the first two columns. When a good number of examples are given, the class then brainstorms possible substitutes for certain paper products. These are listed in the third column. (Examples: handkerchief, instead of tissue; cloth hand towel rather than paper towel; cloth napkins, lunchbox or reusable canvas bag rather than paper lunch bag; buy products that have little or no paper packaging when possible; use scrap paper for homework list; have a class "scrap paper box;" use both sides of paper; bring snack drink in a plastic cup with a lid instead of a drink box, etc.) The class may want to make a poster of the ideas to display as a reminder.
3. Discuss how others could help save paper if they were aware of the possibilities. In teams, have each group decide what they could do to encourage careful use of paper by others. Give time and materials for preparation and practice. (Could do a skit, a rap, a poster, a chart, a song, etc.)
4. Present them to other classes.

What Now?

1. Think of substitutes for other products we throw away.
2. Think of other uses for these products that would prolong their useful life.

